

ZBL

(2) I wasn't sure about a couple

Measuring/applying gamification to the classroom rubric

Gamification <----- Intensity of gamification/level of engagement -----> Games-based Learning (GBL)

	1	2	3	4	5
Game Dynamics					
Constraints ✓ Teaching and learning outcomes together with any other non-variables	Present	Present	Present	Present	Present
Narrative (story, theme and or graphical experience)	No consistent or coherent story, theme and or graphical experience. Little relevance and or relationship to player's life.	Some evidence of consistent story, theme and or graphical experience. Some relevance and or relationship to player's life.	An obvious story, theme and or graphical experience. Relevance and or relationship to player's life.	Very consistent or coherent story, theme and or graphical experience. Relevant to player's life.	Very well-conceived, consistent and coherent story, theme and graphical experience. Very relevant to player's life.
Progression (Chance to improve. *May* include levels and points) ?	No real chance to improve skills or knowledge. Does not include any levels or points	Some chance to improve skills or knowledge.	Obvious chance to improve skills or knowledge and how to progress is visible.	A lot of opportunity to improve skills or knowledge. User progress is obvious.	Experience is designed well so that improving skills or knowledge is integral to the experience. Progress is clear. Opportunity to try again if tasks are not completed well. Includes some of following: levels, points, badges, Leader board. Achievement is displayed clearly.
Emotion How do we want the player/ learner to feel? During the experience? Which emotions?	No emotional connection intended or present.	Some emotional connection intended or present.	Some intentions for player emotions during experience eg: empathy, hopefulness, outrage at injustice.	Obvious intentions for player emotions during experience eg: empathy, hopefulness, outrage at injustice.	Well integrated intentions for player emotions during experience eg: empathy, hopefulness, outrage at injustice.
Relationships People interacting	Little or no interaction between students.	Some interaction between students.	Obvious interaction between students.	A good amount of interaction between students.	Consistent and well thought out interaction between students.
Game Mechanics					

Fun Elements					
Hard Fun (challenge, mastery, reward and accomplishment)	No real need for player strategy. Few or no tangible obstacles to overcome. Not very challenging. Not easy to see how to progress.	Some opportunities for challenge, mastery, reward and accomplishment.	Obvious opportunities for challenge, mastery, reward and accomplishment.	A lot of opportunities for challenge, mastery, reward and accomplishment.	A clear need for strategy. Obstacles to overcome. Consistent challenges such as puzzles or problems to be worked at. Clear indication of progress eg: levels/ power-up.
Easy Fun (curiosity, imagination, wonderment, surprise, exploration, discovery, adventure)	Little or no opportunity for creativity, surprise, exploration, joy of figuring out a problem, or role play.	Some opportunity for creativity, surprise, exploration, joy of figuring out a problem, or role play.	Obvious opportunity for creativity, surprise, exploration, joy of figuring out a problem, and or role play.	A lot opportunity for creativity, surprise, exploration, joy of figuring out a problem, or role play.	An abundance or opportunities for creative expression, exploration, problem solving, role play and player created content or experiences.
Serious fun (excitement, relaxation, repetition, rhythm, express values, creating value)	Little or no excitement, relaxation, repetition, rhythm, opportunity to express values or be creative.	Some or no excitement, relaxation, repetition, rhythm, opportunity to express values or be creative.	Obvious moments of excitement, relaxation, repetition, rhythm, opportunities to express values or be creative.	A lot of excitement, relaxation, repetition, rhythm, opportunities to express values or be creative.	An abundance of excitement, relaxation, repetition, rhythm, opportunities to express values or be creative. Practice, simulation, learning real work to learn or achieve.
Social Fun/People Fun (relationships, amusement, laughter, working together to achieve a goal, mentoring someone, beating someone)	Little or no excuse to hang out or interact with peers or friends.	Some reasons to hang out or interact with peers or friends.	An obvious need to hang out or interact and complete tasks with peers or friends.		Clear need to co-operate compete, mentor, lead, perform, express yourself or and personalise something. Lots of interaction with others to discuss, achieve goals and get things done.

PRC

Measuring/applying gamification to the classroom rubric

Gamification <----- Intensity of gamification/level of engagement -----> Games-based Learning (GBL)

	1	2	3	4	5
Game Dynamics					
Constraints ✓ Teaching and learning outcomes together with any other non-variables	Present <i>except that it's books</i>	Present	Present	Present	Present
Narrative (story, theme and or graphical experience)	No consistent or coherent story, theme and or graphical experience. Little relevance and or relationship to player's life.	Some evidence of consistent story, theme and or graphical experience. Some relevance and or relationship to player's life.	An obvious story, theme and or graphical experience. Relevance and or relationship to player's life.	Very consistent or coherent story, theme and or graphical experience. Relevant to player's life.	Very well-conceived, consistent and coherent story, theme and graphical experience. Very relevant to player's life.
Progression (Chance to improve. *May* include levels and points)	No real chance to improve skills or knowledge. Does not include any levels or points	Some chance to improve skills or knowledge.	Obvious chance to improve skills or knowledge and how to progress is visible. <i>Rule 10</i>	A lot of opportunity to improve skills or knowledge. User progress is obvious.	Experience is designed well so that improving skills or knowledge is integral to the experience. Progress is clear. Opportunity to try again if tasks are not completed well. Includes some of following: levels, points, badges, Leader board. Achievement is displayed clearly.
Emotion How do we want the player/ learner to feel? During the experience? Which emotions?	No emotional connection intended or present.	Some emotional connection intended or present.	Some intentions for player emotions during experience eg: empathy, hopefulness, outrage at injustice.	Obvious intentions for player emotions during experience eg: empathy, hopefulness, outrage at injustice.	Well integrated intentions for player emotions during experience eg: empathy, hopefulness, outrage at injustice.
Relationships People interacting	Little or no interaction between students.	Some interaction between students.	Obvious interaction between students.	A good amount of interaction between students.	Consistent and well thought out interaction between students.
Game Mechanics					

These are the verbs. The process that drives action forward	Displays none or almost none of the following: <ul style="list-style-type: none"> challenges chance competition co-operation resource acquisition rewards transactions turns win states (achievable goals/ endpoint) feedback 	Displays some of the following: <ul style="list-style-type: none"> challenges chance competition co-operation resource acquisition rewards transactions turns win states (achievable goals/ endpoint) feedback 	Displays a lot of the following: <ul style="list-style-type: none"> challenges chance competition co-operation resource acquisition rewards transactions turns win states (achievable goals/endpoint) feedback (may be levels or points) 	Displays most of the following: <ul style="list-style-type: none"> challenges chance competition co-operation resource acquisition rewards transactions turns win states (achievable goals/endpoint) Clear feedback and opportunity to try again. May include levels or points. 	Displays all or almost all of the following: <ul style="list-style-type: none"> challenges chance competition co-operation resource acquisition rewards transactions turns Clear win states (achievable goals/ end) Clear feedback is given and there is always opportunity to try tasks again.
Game Components			game 10		
Specific instances of mechanics and dynamics	Displays none or almost none of the following: <ul style="list-style-type: none"> Achievements Avatars Badges <u>Boss Fights</u> Collections Combat Content Unlocking Gifting Leaderboards Levels Points Quests <u>Social Graph</u> Teams <u>Virtual Goods</u> 	Displays some of the following: <ul style="list-style-type: none"> Achievements Avatars Badges <u>Boss Fights</u> Collections Combat Content Unlocking Gifting Leaderboards Levels Points Quests <u>Social Graph</u> Teams <u>Virtual Goods</u> 	Displays a lot of the following: <ul style="list-style-type: none"> Achievements Avatars Badges <u>Boss Fights</u> Collections Combat Content Unlocking Gifting Leaderboards Levels Points Quests <u>Social Graph</u> Teams <u>Virtual Goods</u> 	Displays most of the following: <ul style="list-style-type: none"> Achievements Avatars Badges <u>Boss Fights</u> Collections Combat Content Unlocking Gifting Leaderboards Levels Points Quests <u>Social Graph</u> Teams <u>Virtual Goods</u> 	Displays all or almost all of the following: <ul style="list-style-type: none"> Achievements Avatars Badges <u>Boss Fights</u> Collections Combat Content Unlocking Gifting Leaderboards Levels Points Quests <u>Social Graph</u> Teams <u>Virtual Goods</u>

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Fun Elements					
Hard Fun (challenge, mastery, reward and accomplishment)	No real need for player strategy. Few or no tangible obstacles to overcome. Not very challenging. Not easy to see how to progress.	Some opportunities for challenge, mastery, reward and accomplishment.	Obvious opportunities for challenge, mastery, reward and accomplishment.	A lot of opportunities for challenge, mastery, reward and accomplishment.	A clear need for strategy. Obstacles to overcome. Consistent challenges such as puzzles or problems to be worked at. Clear indication of progress eg: levels/ power-up.
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Social Fun/People Fun (relationships, amusement, laughter, working together to achieve a goal, mentoring someone, beating someone)	Little or no excuse to hang out or interact with peers or friends.	Some reasons to hang out or interact with peers or friends. <i>For K-2</i>	An obvious need to hang out or interact and complete tasks with peers or friends.		Clear need to co-operate compete, mentor, lead, perform, express yourself or and personalise something. Lots of interaction with others to discuss, achieve goals and get things done.